DOCUMENT RESUME

ED 130 458 EA 008 851

AUTHOR Plummer, Franklin P.
TITLE Supervising the Principal.
PUB DATE 26 Jul 76
NOTE 93p.; Submitted in partial fulfillment of requirements for Doctor of Education Degree, Nova University; Occasional pages may not reproduce clearly

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Administrator Evaluation; *Checklists; Elementary Education; Evaluation Methods; Experimental Programs; Guidelines; *Principals; *Program Descriptions; *Program Development; State Legislation
IDENTIFIERS Connecticut

ABSTRACT

This report describes a practicum project that developed an evaluation program for an elementary school principal and then attempted to assess the effectiveness of that program. In developing the evaluation program, it was necessary to satisfy the guidelines established by the state of Connecticut, as well as the needs of the local board of education and administration; this task was complicated by the lack of a job description for the principal in question. Separate sections of the report review the research literature on administrator evaluation and supervision, describe the development of the evaluation program, and assess the success of the program in improving the principal's performance. Included in the appendix are the text of Connecticut's evaluation law and guidelines, sample job descriptions from educational and business organizations, and the principal's self-evaluation checklist. (Author/JG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED130458

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Supervising the Principal

by

Franklin P. Plummer

Submitted in partial fulfillment
of the requirements for the
degree of Doctor of Education,
Nova University.

New Haven Cluster
Dr. Rocco Orlando, Coordinator

Mini
July 26, 1976

EA 008 851

Table of Contents

	PAGE
ABSTRACT	(i)
CHAPTER I - Introduction	1
CHAPTER II - Research and Evaluation	5
CHAPTER III - Developing an Evaluation Program . . .	22
CHAPTER IV - Evaluation of the Technique	26
APPENDIX A: Connecticut Evaluation Law.	31
APPENDIX B: Connecticut Guidelines.	33
APPENDIX C: Operation of the Bethany Schools and Areas of Respnsibility.	36
APPENDIX D: Sample Job Descriptions (Education and Industry)	42
APPENDIX E: Position Description - Bethany Principal	68
APPENDIX F: Principal's Self-Evaluation Check List.	72
APPENDIX G: Report on Curriculum Plans.	77
BIBLJOGRAPHY	87

ABSTRACT

The purpose of this practicum is to develop an evaluation program for the elementary principal and to further set forth procedures for an on going evaluation of the process. The goal of the evaluation program is to improve instruction, evaluate competency and define the role of the elementary principal in the Bethany Community School.

Preliminary results indicate that a modification of behavior occurred and that an improvement in the learning situation will be a net result.

CHAPTER I

Introduction

An integral part of the evaluation of the success of a public school program is the evaluation of the personnel involved in the program. Concern for this aspect of public education was forcefully expressed by the Connecticut General Assembly when it passed Public Act 74-278, "An Act Concerning Teacher Evaluation" to become effective July 1, 1974. (See Appendix "A")

Under this act, the Connecticut State Department of Education established guide lines and required reporting procedures from individual school systems. (See Appendix "B") Each local educational agency was given five years to accomplish the objective of meeting the established guide lines.

Under the state statute and resultant guidelines, the major purpose of evaluation is "the improvement of the student learning experience."[1] In other words, the improvement of instruction. Much controversy has arisen over this

---

[1] "To Help Teachers, The Connecticut Guidelines for Teacher Evaluation", Hartford, Connecticut: The Connecticut Education Association, May 1974, 4 pp.

definition, especially in the relationship between Boards of Education, administrators, and teacher groups. Boards of Education, who are bound by the requirements of the state tenure law, feel that an evaluation system should also have, as a main objective, the evaluation of teachers and principals for competency and for merit, especially as it relates to re-employment and renumeration. Teachers on the other hand, reject the concept of evaluation for employment and renumeration as they feel this makes the whole process a threat to their livelihood. In addition, they point out that a trust relationship is essential between the administration and teachers if they are to be "open" in their relationship with the principal.

Also, in order to understand the problem in Bethany, it is necessary to describe the local school system. Bethany is a small elementary school system of five hundred sixty (560) children in grades kindergarten through sixth. There are twenty-five classroom teachers, six full time specialists, and two part time specialists. Non-certified personnel consist of three teacher aides, two clerical persons, four custodians, six cafeteria employees, a nurse and a librarian. The entire staff is assisted by volunteer help from outside, especially in the library and learning difficulties classroom.

The administration consists of one superintendent and one supervising principal. It is the evaluation of the principal with which this paper is concerned.

Further compounding the problem is the fact that no job description has ever been drawn nor have specific tasks been assigned.

The problem is to develop an evaluation procedure for the principal which will meet the guidelines of the State of Connecticut as well as the needs of the Board of Education and the administration. In addition, the paper will attempt to assess the effectiveness of the program in improving the school system.

In the first section, this practicum will deal with the research available on forms of evaluation and supervision as well as what is desirable in a job description.

The second section will deal with the development of an evaluation procedure for the principal.

The paper will conclude with the means utilized to evaluate the success of the practicum in achieving an improvement in the performance of the principal and a resultant improvement in the instructional program for the

pupils. It should be pointed out that this is a mini practicum and the time put forth does not permit indepth or long term evaluation of results. The practicum is seen as a beginning that will result in an on going procedure which will be continually evaluated and refined.

CHAPTER II

Research and Evaluation

The writer consulted research in two major areas in seeking information on the establishment of an evaluation system for the principal. These two areas were Supervision and Evaluation.

The research on supervision covered both classroom observation and specific supervision of administrators. This is essential because the principal is first and foremost a teacher, thus, if he does not understand the techniques of teaching, he will be unable to effectively perform the supervisory functions necessary.

The research on evaluation indicates how to use the information garnered through supervising techniques to bring about improvement in the performance of the individual teachers, administrators and students, as well as an improvement in the over all teacher-learning situation.

The need for clarifying the role of the principal and finding means to help him be more effective is made especially clear in Mitchell and Hawley's study of the school principalship. They contend that: "the principal is the crucial

implementor of change."[2] Therefore, the principal must be an integral part of any program designed to improve the local educational program. It is especially disturbing to note that in 1968, 41 percent of principals surveyed thought that their role was to be a supporter of the central office and four percent felt this meant that they must be a follower.[3] More than ever before, principals need to better understand the changing nature of the community in which they work through in service, research, conference attendance, and leadership training.[4] Thus any system providing for an evaluation of the principal must take these things into account.

New knowledge of management techniques have cast serious doubts upon the effectiveness of past supervisory practices. In the past, the prevailing method of supervision was inspection. The supervisor being the expert, viewed the individual at work and then made judgments about the competency of that person. Many of these observations were then transferred to rating scales. Rating scales are still

---

[2]Donald P. Mitchell and Anne Hawley, Leadership in Public Education Study, A Look at the Overlooked, Washington, D.C.: Academy for Educational Development, Inc., 1972, p. 14.

[3]Ibid., p. 16.

[4]Ibid., pp. 58-59.

the most widely used form of recording behavioral data and estimating the degree to which a particular characteristic is present. Beegle and Brandt point out that from a scientific and accuracy standpoint, ratings are often invalid and virtually worthless. They often reflect more about the "subjective state of the rater than the true nature of the ratee."[5]

Hamiliton also points out the fallacies in the inspection form of supervision when he points out that this form of supervision was based upon the superiority of the supervisor and his desire to make over all teachers into his own image. Hamiliton goes on to point out that: "...the problems faced in schools are not so much the problems of individuals, but the problems of how the organization functions as a whole, and how the individuals within it relate to others."[6]

Sharpes states that before determining administration requirements, job specifications, and specific responsibilities there must be a system wide evaluation of pupils needs and system goals, number of teachers and the program in order to

---

[5]Charles W. Beegle and Richard M. Brandt, Observational Methods in the Classroom, Washington, D.C.: Association for Supervision and Curriculum Development, 1973, pp. 23-24.

[6]Norman K. Hamiliton, New Techniques for Effective School Administration, West Nyack, New York: Parker Publishing Company, Inc., 1975, p. 170.

determine the administrators responsibilities.[7] Stufflebeam also emphasizes the need for system wide study when he indicates "that no two educational establishments are the same and each establishment can vary from day to day. They are in a state of flux caused by two factors: One internal to the school, involves the extent to which the objectives of the system are being realized and the other, external to the school, involves social, cultural, and technological pressures which in a very real sense determine the options in relationship to the criteria."[8]

In attempting to define roles of the school principal, one must consider the size of the school system. In small systems, budgeting limitations combined with limited numbers of professional staff, prohibit the ideal situation in which supervision of teachers can be separated from evaluation of teachers. The principal in a small town is responsible for both. Unfortunately, this is in conflict with Babcock, who states that "the supervision of curriculum development and of the instructional program in the classroom is fundamentally

---

[7]Donald K. Sharpes, Improving School Staff, Arlington, Va.: American Association of School Administrators, 1974, p. 21.

[8]Daniel L. Stufflebeam and others, Educational Evaluation and Decision Making, Itasca, Ill.: F. E. Peacock, Inc., 1971, p. 38.

a service rather than an administrative function and should be removed as far as possible from the authority role...also from the line staff relationship."[9]

Heffeman and Bishop analyze the principal's job and indicate that less than fifty percent (50%) of his time is spent on improvement of instruction, the rest being spread over a lengthly list of other administrative duties.[10] These problems are compounded in small districts where the principal must delegate more to others, utilize outside services where possible, individualize their approach, and provide more adequate support of non-professionals (e. g.: secretaries, clerks, aids, and volunteers).[11] Sharpes supports this when he indicates that: "administrators need to decide early just how teachers will be a part of the decision making process:

- as selectors of programs
- as implementors of programs
- as designers of programs
- some combination[12]

---

[9]Robert L. Leeper, Editor, Role of the Supervisor and Curriculum Director in a Climate of Change, Washington, D.C.: Association for Supervision and Curriculum Development, 1965, p. 59.

[10]Ibid., pp. 104-105.

[11]Ibid., p. 126.

[12]Sharpes, op. cit., p. 30.

It is a foregone conclusion, that in a small system, the principal's main function must be supervision of the teaching staff as well as leadership in the area of curriculum development. Lindemann, contrary to Babcock, proves in his research that supervision and evaluation are not incompatible. Lindemann indicates that teachers whose supervisors evaluate them, interact more and in a positive manner than those whose supervisors have no part in the evaluation procedure.[13]

The literature on supervision is much to comprehensive to be reported here. It is important however, that some basic data which will effect performance evaluation be reported.

The majority of the studies on supervision emphasize the humanistic approach to the problem. James MacDonald calls for principals to provide humanistic leadership, though he also points out the dangers when he states "To be open to life is a risky business demanding a 'courage to be' and a sound ego integration."[14]

---

[13]Bertram C. Lindemann, "Teacher Evaluation: Barrier to Communication", Educational Leadership, Vol. 28, No. 2, Nov. 1970, p. 207.

[14]Leeper, op. cit., p. 160.

Combs sees the Principal as a supervisor and as such as a helper. He lists the qualifications for being a good helper as follows:

1. He approaches problems from the point of view of the other person.
2. He thinks positively of people; e. g.: able instead of unable, dependable rather than undependable, friendly rather than unfriendly, worthy rather than unworthy.
3. Sees himself or herself in a positive way.
4. He considers his purpose to be altruistic rather than narcissistic and views teachers' purposes in the same vain.
5. He recognizes, both for himself and teachers, that there is no set method, but only the method that fits the individual and the situation. The method of proper fit.

Combs urges that the supervisor accept, for himself and the teacher, the idea that "It's all right to be me!"[15]

Combs is supported by Abrell who lists the following ten charistics of a humanistic supervisor.

1. A belief that all "human beings possess the power or potentiality of solving their own problems"
2. A belief that all human beings "possess genuine freedom of creative choice and action, and are, within certain objective limits, the masters of their own destiny"

---

[15]Arthur W. Combs, "The Human Aspects of Administration", Educational Leadership, Vol. 28, No. 2, Nov. 1970, pp. 198-205.

3. A belief that all human beings achieve "the good life by harmoniously combining personal satisfactions and continuous self-development with significant work and other activities that contribute to the welfare of those with whom one relates

4. A commitment to democratic procedures when working with others

5. A willingness to question others' and one's own "basic assumptions and convictions"

6. A deep commitment and capacity to make others feel worthwhile, important, and uplifted

7. A willingness and ability to establish warm and empathetic relationships with all persons, regardless of their racial, religious, ethnic, or educational backgrounds

8. An ability to listen and a desire to utilize the experience of others as a resource for planning and achieving goals

9. An enthusiasm for and belief in supervision as a viable process for contributing to human growth and progress

10. A commitment to upgrade oneself as a whole human being and the desire to carry on a continuing inquiry in the field of supervision.[16]

The characteristics desirable in a good supervisor, the prime task of the elementary principal, are, at best, difficult

---

[16]Ronald L. Abrell, "The Humanistic Supervisor Enhances Growth and Improves Instruction", Educational Leadership, Vol. 32, No. 3, Dec. 1974, pp. 214-215.

to define and even more difficult to measure. Does an individual possess them and more, can he or she effectively apply them. Again, in a small school system, with which this paper deals, the person responsible for the evaluation of the principal is the Superintendent of Schools.

The literature is specific in issuing cautions and certain essential conditions necessary to the imposition of an administrative evaluation system. Kolb and Boyatis point out that:

> "If the helper (Superintendent) and the client (Principal) are unable to resolve power struggles and bring about a situation of power equalization, the relationship can degenerate into rebellion or passivity by the client or rejection by the helper. Only when the interpersonal issues of influence and intimacy have been resolved does it appear that the helper and the client can agree on a goal to which both are mutually committed."[17]

Mutual understanding is essential if you are going to achieve the trust relationship which Lindemann feels is essential to any evaluation program. He defines trust as "the mutual expectation and predictability persons have toward one another as they are developed through the social exchange process."[18]

---

[17]David Kolb and Richard Boyatis, "On the Dynamics of the Helping Relationship", Journal of Applied Behavioral Science, Vol. 6, No. 3, 1970, pp. 271-272.

[18]Lindemann, op. cit., p. 208.

The majority of educational researchers espouse some form of mutual goal setting as the most desirable means of performance evaluation.

Scharer states "... If we're going to have a positive performance evaluation, it is something which has to grow and be refined right on the firing line in each school building and district. Because, even if you have the finest guidelines in the world, it is the people who work together who actually decide what will be.[19]

The trend in the United States today is toward a mutually developed goal setting model based upon a job description, though 52 per cent of principals surveyed by the National Association of Secondary Principals replied that they had nothing to do with their own evaluation.[20]

Principals feel that Superintendents and School Boards have not involved them in determining their own conditions of work. They also resent decisions being made for them with consultation only occurring in time of emergency or when a "goat" is needed. The answer is mutually developed job

---

[19] Teacher Evaluation Today, Robert Olds, Editor, Washington, Ohio: School Management Institute, 1974, p. 27.

[20] "How Systems are Evaluating Their Principals", The American School Board Journal, Vol. 163, No. 7, July 1976, p. 25.

specifications from which goals and objectives can be developed.[21]

The development of a job description seems to be an essential ingredient in the development of any evaluation system. Maxcy and Rose point out that: "Greater care is required in defining the roles of new employees, in developing operational procedures which will guide them in carrying out their duties and responsibilities, in providing pre-service and in service education, and in developing guidelines for helping to mesh their services into the resources of the school system."[22]

Business recognizes this when good managerial practice requires that each manager participate in developing his or her own job description and resulting goals.[23] Systematic development of job objectives, prized by business and industry, offer educational systems the opportunity to provide the individual a chance to:

-"Understand more completely the scope of his duties and responsibilities.

---

[21]"The Brewing Revolt of the School Principals", The American School Board Journal, Vol. 163, No. 1, January 1976, p. 27.

[22]Horace P. Maxcy and Robert L. Rose and others, Profiles of the Administrative Team, Washington, D.C.: American Association of School Administrators, 1971, p. 37.

[23]Peter F. Drucker, Management, Tasks, Responsibilities, Practices, New York: Harper and Row, Publishers, Inc., 1974, p. 438.

-Develop the ability to establish long and short term goals.

-Place priorities upon leadership tasks which are most critical in the performance of his duties and responsibilities.

-Clarify relationships with those whom he directs and supervises and with those who direct and supervise him.

-Improve his own day-to-day operational efficiency, enhance his self-image, and increase his job satisfaction.

-Understand better 'how he is doing' from the point of view of those to whom he looks for advice, counsel, and guidance.

-Receive commendations and esteem for responsibilities handled well."[24]

Reynolds concurs when she writes:

"It is very important to make clear what the duties and responsibilities of the job are. A person should be given an opportunity to participate in the establishment of his or her goals, and later to appraise how well he or she has accomplished these goals."[25]

A cautionary note is sounded by Maxcy and Rose when they express concern that the generalist in administration will disappear if job description becomes too precise and flexibility is lost. Instead, job specification should be

---

[24]Maxcy and Rose, op. cit., pp. 43-44.

[25]Mildred M. Reynolds, "Performance Appraisal: The Educator Learns from Business and Industry", Educational Leadership, Vol. 32, No. 7, April 1975, p. 465.

considered tentative and subject to revision as experience dictates.[26]

Most writers seem to concur, that after a job description is developed, each employee should be involved in developing performance objectives or job targets in cooperation with his or her supervisor. In turn, the success or failure in meeting these objectives, will constitute an acceptable evaluation of an employees competence.

Armstrong feels that performance evaluation is preoccupied with three questions:

"1. What are we trying to accomplish?
2. How well are we doing it?
3. How can we do better?"[27]

Lindemann describes the process when he discusses evaluation:

"1. Evaluation must be a joint venture with teachers and supervisors working together to set goals.

2. Focus of evaluation should be the accomplishment of specific objectives stated in behavorial (operational) terms. The degree of effectiveness would be the measure of the discrepancy (if any) between what is expected (the objective) and what is accomplished (the behavior).

---

[26]Maxcy and Rose, op. cit., p. 45.

[27]Harold R. Armstrong, A Teacher's Guide to Teaching Performance Evaluation, Washington, Ohio: School Management Institute, 1975, p. 5.

3. The knowledge of the effectiveness would be fed back to the teacher in order to make it possible for him (or her) to modify his (or her) course of action to align it with the state objectives. The purpose of evaluation."[28]

If performance evaluation is desirable, what is its ultimate goal?

According to Scharer, the immediate goal is to improve working relationships and the ultimate goal is to affect the kids.[29]

Research supports the possibility that performance evaluation of the principal and teacher, can improve pupils achievement. Miller cites several studies which relate greater pupil success to a high level of leadership success. Unfortunately, the specific type of leadership behavior which is "the best" can not be delineated. The studies only proved that open able administration enhanced children's learning by providing an optimum atmosphere for good education.[30]

Brent summarized research which points out that enough

---

[28]Lindemann, op. cit., p. 208.

[29]Teacher Evaluation Today, op. cit., p. 32.

[30]William C. Miller, "Can Principal's Improved Behavior Result in Higher Pupil Achievement?" Educational Leadership, Vol. 33, No. 5, February 1976, pp. 337-338.

is known to show that effective teaching can change pupil behavior and hence pupil success can be a measure of teacher effectiveness.[31]

Lewis writes that less directive teacher behavior achieves greatest results and seems to have some bearing on children's ability to solve problems.[32]

Bryson concurs when she points out that teacher performance can be related to student success. She states that student evaluations are warranted but cautions that they must be taken in context and that individual differences of pupils and the level of teaching must be considered.[33]

Robbin's study indicates that the principals knowledge of the behavior of teachers correlates very well with the pupils' views. In addition he found that the years of experience in education and as a principal were significant factors in predicting administration success.[34]

---

[31]George Brent, "Use of Operant Learning Principles in Measuring Behavior Changes in Pupils," Educational Leadership, Vol. 32, No. 2, November 1974, pp. 151-154.

[32]Gertrude M. Lewis, The Evaluation of Teaching, Washington, D.C.: National Education Association, 1968, p. 20.

[33]Rebecca Bryson, "Teacher Evaluations and Student Learnings: A Reexamination," The Journal of Educational Research, Vol. 68, No. 1, September, 1974, pp. 12-14.

[34]Interaction Analysis · Theory, Research and Application, Edmund J. Anidon and John B. Hough, Editors, Reading, Massachusetts: Addison-Wesley Publishing Company, 1967, pp. 183-184.

Several writers espouse other means of evaluation. Combs cautions against total dedication and thus misuse of the behavioral objective approach. He points out that behavioral objectives are specific for a specific purpose and can lack humanism. Also, the changing nature of our world and the broad scope of education, make total reliance on behavioral objectives a poor policy.[35]

A study of successful evaluation techniques at General Electric found that self-appraisal was much more effective in bringing about improvement than traditional performance appraisal methods.[36] Olds also sees self development of goals and objectives combined with self evaluation as a major aspect of an appraisal program. He states: "When you put evaluation into this 'planning' kind of context, there is no question in my mind but that the evaluatees skill becomes the key skill. It minimizes, as has been said, the need for an evaluator. He (the evaluator) is a support person."[37]

Beckman sees value in having the teachers evaluate the principal. Again here, he calls for evaluation based upon

---

[35]Arthur W. Combs, Educational Accountability, Beyond Behavioral Objectives, Washington, D.C.: Association for Supervision and Curriculum Development, 1972, p. 6.

[36]Reynolds, op. cit., p. 466.

[37]Teacher Evaluation Today, op. cit., p. 50.

universal objectives developed cooperatively.[38]

Lewis re-iterates what has been said when she writes that "any evaluation ... must be done in relation to the product: What it does to and for the individual children who are taught."[39] Olds maintains that to do a proper evaluation in a non-threatening manner, a principal should have an ideal ratio of 15 to 1 with no more than twenty (20).[40] This poses a real problem in small towns with limited facilities.

---

[38] Ibid., p. 44-45.

[39] Lewis, op. cit., p. 82.

[40] Teacher Evaluation Today, op. cit., p. 49.

CHAPTER III

Developing an Evaluation Program

As the preceding research has pointed out, the following are essentials to developing a successful evaluation program for the principal.

I. Assessment of the entire school system identifying primary and secondary responsibilities for all personnel.

II. Agreement between the Superintendent and the Principal on the principal's primary and secondary responsibilities.

III. Mutual development of a job description for the principal of the Bethany Community school.

IV. Establishment of a series of long and short term objectives and goals, consistant with the broad goals of the school system and the principal's job description. This to be done through mutual conference with the Superintendent as well as other staff members who might be involved.

V. Development of a plan to achieve the goals and objectives and evaluate successful progress. This evaluation to consist of:

   A. Check list where feasible

   B. A system of self-evaluation

   C. A more formal evaluation system where mutually agreed to annual goals will be met. This system to operate as follows:

      1. Development of set goals and objectives for the immediate evaluation period with these goals being developed through a conference between the Superintendent (the Supervisor) and the Principal (the Supervisee).

2. Interim conferences as needed to evaluate the progress made toward achieving the goals and objectives, with modifications being made as necessary.

3. A formal evaluation conference between the Superintendent and the Principal to agree upon the successes and failures and to produce a written mutually agreed to evaluation of progress. This formal evaluation to be made a part of the evaluation record of the principal and will satisfy the statuatory requirements for professional evaluation.

VI. Development of a means for evaluating the success of the principal's evaluation program in improving the school system and the pupils' education.

System Wide Assessment

In March 1976, all staff members were provided with a list, developed by the administration, of the activities of the school. Staff members were asked to peruse the list and make additions, deletions, and suggestions. All suggestions were considered and a final list was compiled. The staff was again asked to take the list and indicate the areas where they felt they had primary (P) or secondary (S) responsibility. These were again collected and studied and if there were areas of disagreement between the superintendent and an involved staff member, conferences were held and differences reconciled. (See Appendix "C").

Following this process, job descriptions were developed setting forth the responsibilities of the position, including who supervised the employee and whom the employee supervised.

The job description for the principal was drawn co-operatively by the principal and the superintendent, after consultation with all persons concerned. Format was based upon samples of job descriptions secured from industry and from educational sources. (See Appendix "D"). Appendix E is the job description for the elementary principal in Bethany Public Schools.

Upon completion and approval of the job description, the Superintendent and the Principal agreed to begin active discussion of means to evaluate the principals effectiveness in meeting the requirements of the position.

During the conference, the following was agreed to:

1. The principal would work out a form of self evaluation
2. A schedule to be followed annually was developed as follows:

   August - Initial Conference between the Superintendent and Principal for the purpose of discussing goals and objectives to be achieved during the forth-coming year.

   September - Through joint conferences, final determination and recording of goals and

objectives for principal for the school year. Commitment of Superintendent to provide necessary help, facilities, freedom, and resources required for success.

November - March - Set conferences for appraisal of progress toward achieving annual goals and objectives. (During year, informal discussions can ensue at any time when questions or problems arise). It is understood that at either of these conferences, goals and objectives may be modified as necessary.

May - Formal conferences to determine annual written evaluation to be made a part of principal's evaluation file. Principal may, if he desires, share the results of his self evaluation which he is to utilize throughout the year.

Also at this conference, the entire evaluation procedure is to be reviewed for its over all effectiveness in improving the performance of the principal as well as improvement of the over all school program for teachers and students. For this process, imput from teachers, other staff members, and pupil achievement records will also be considered.

June - A signed copy of the agreed to evaluation, signed by the Superintendent and the Principal, will be included in the Principal's file. In addition, a general verbal report as to the principal's performance evaluation will be made to the Board of Education at its regular June meeting. (Under the Connecticut Freedom of Information Act, the report to the Board may be in executive session or in open session at the Principal's discretion.) Certification will also be made to the State Department of Education indicating that the evaluation was carried out.

CHAPTER IV

Evaluation of the Technique

In order to test the effectiveness of the planned principal evaluation program, an actual mini-evaluation period was utilized.

The principal developed a self-evaluation instrument which he utilized and which was understood would be further refined during the 1976-77 school year. (See Appendix "F").

A conference between the Principal and the Superintendent in late April, developed the following goals and objectives to be attained by June.

1. Demonstration of greater leadership in Curriculum Improvement.
2. More attention to detail vis-a-vis classroom physical organization and teacher adherance to administration rules and regulations especially arrival and departure times.
3. Better communication between the Principal and the Superintendent. (This was mutually agreed to and it was recognized that the principal could evaluate the degree to which the Superintendent permitted and provided for improved communication.)

The administration also agreed to involve others in determining the effectiveness of the principal's meeting the performance objectives and the resultant improvement in the program for children.

The guidance counselor and two mutually acceptable intermediate and primary teachers were asked to participate. Upon agreement, they were told of the program and shown the performance objectives. They were assured that their participation would in no way effect their own evaluation or jeopardize their roles in the school. They were further informed that in June, they would be asked to comment upon whether or not they had seen any improvement in school operation and/or program and further that any suggestions they had for long term evaluation of the effect on the school of the administration's performance evaluation program would be greatly appreciated.

During May and June, the principal provided leadership in organizing two curriculum committees. The first was a Language Arts Curriculum committee, charged with the task of performing a major overhaul of the existing curriculum and making recommendations to the staff and the Board of Education for the adoption of a revised Language Curriculum for grades K-6. The major task completed in the April-June time span, was the organization of the committee, an articulation meeting with Junior-Senior High School staff members, and the establishment of a list of goals to be accomplished during the 1976-77 school year.

In addition, a mini-curriculum committee on Metrics was organized and has proceeded to the point of being able to implement some materials in October of 1976.

A report of the above activities was made to the Board of Education. (See Appendix "G").

Through a series of staff meetings, combined with a daily routine of classroom inspections, the principal began a program of upgrading the physical condition of the rooms of the more disorganized staff members. All classrooms were upgraded in regard to compliance with safety and fire regulations. Specific budget requests were made for replacement or repair of equipment.

Also, at the request of the principal, weekly formal conferences with an agenda, were held with the Superintendent for the purpose of reporting on all phases of school operation as well as problems which he felt the Superintendent should be kept informed about.

In early June, a joint evaluation conference with the guidance counselor, teachers, principal and superintendent in attendance brought forth the following conclusion:

1. The establishment of the Language Arts Curriculum Committee was applauded by the staff who felt the move long past due.

2. The early establishment of goals in the areas of language arts teaching and metrics already influenced some teachers to do more with these topics.

3. Suggestions were made that as implementation of the language arts and metrics programs occurred that additional testing of pupils, in these areas, be utilized to ascertain the effectiveness of the change on the students.

4. Many teachers who had been unhappy about the laissez-faire attitude regarding school operation were pleased with the new emphasis on classroom and school organization. Children also were responding with renewed utilization of clean up committees and monitors.

5. The whole area of communication was still felt to be a problem. It was suggested that administrators might consider more inservice activities in the "Art of Communication", especially as it relates to efficient organization of meetings, democratic procedures, and staff participation in community public relations programs.

6. Suggestions were also made, and it was promised that they would be considered, that upper grade children's opinion be sought on the overall operation of the school and that means of communicating their suggestions to the principal be provided.

A subsequent conference between the Superintendent and the Principal reached the conclusion that the evaluation system was effective, even though at this point the principal did not feel willing to share his feelings about his self evaluation with the Superintendent. It was agreed that the self evaluation combined with the results of the trial program and staff imput would provide the grounds for the refinement of the system and the development of performance objectives for the next school year.

In conclusion, the writer found that it is possible to build a non-threatening evaluation system which will improve the performance (and thus the competency) of the principal and that as confidence and trust increase, utilization of teachers and ultimately pupils will provide a sound basis for evaluation.

Appendix A

Connecticut Evaluation Law

STATE OF CONNECTICUT

Substitute Bill No. 5757

General Assembly,
February Session, A.D., 1974

AN ACT CONCERNING TEACHER EVALUATION.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. (NEW) The superintendent of each school district shall, in accordance with guidelines established by the state board of education for the development of evaluation programs and such other guidelines as may be established by mutual agreement between the town or regional board of education and the teachers' representative chosen pursuant to section 10-153b of the general statutes, continuously evaluate or cause to be evaluated each teacher. The superintendent shall report the status of such evaluations to the town or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the state board of education.

Sec. 2. (NEW) On or before January 1, 1975, each town or regional school district shall submit, in writing, to the state board of education a report on existing evaluation procedures and plans for implementing the guidelines established by the state board of education for development of local evaluation programs.

Sec. 3. Subsection (c) of Section 10-151 of the general statutes, as amended by section 1 of number 73-456 of the public acts of 1973, is repealed . . .

Sec. 4. The sum of thirty thousand dollars is appropriated to the state board of education for development, planning, research, evaluation of the guidelines and programs required by this act and for assistance to town and regional boards of education, including orientation and inservice work in implementing such guidelines and programs.

Sec. 5. This act shall take effect July 1, 1974.

Appendix B

Connecticut State Department

of Education

"Guideline for Evaluation"

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Hartford

Guidelines for Teacher Evaluation

The following guidelines have been established by the State Board of Education to serve as a framework within which each school district can now develop or adapt its program of evaluation of professional staff. While they have the force of law behind them, these guidelines have been developed as a means of improving the learning experience of students. It is believed that the approaches to staff evaluation laid down in these guidelines pave the way to positive approaches that can be characterized by such terms as mutuality, planning, trust, and self-evaluation.

These guidelines were developed as the result of the work of the Advisory Committee on Teacher Evaluation appointed by the State Board of Education to make recommendations for the Teacher Evaluation Act PA 74-278 enacted by the General Assembly. The guidelines embody the viewpoints of a broad spectrum of educational interests — not only those of the Advisory Committee itself, but indirectly many others, including legislators, educators, and its lay community.

Guiding Principles

A school environment in which a teacher may most fully develop the art and science of teaching is essential. These guidelines are prepared in an effort to help create such an environment in every school system in Connecticut.

I. The primary purpose of teacher evaluation is the improvement of the student learning experience.

Teacher evaluation should be a continuing process through which the professional performance of a teacher is enhanced. **Performance should be evaluated in terms of the degree to which activities have met cooperatively predetermined goals and objectives appropriate to the individual's professional role in the context of the specific educational environment.**

II. The local school district establishes its own educational goals. Such goals form the basis of the teacher evaluation program.

The goals of an educational system may be described as those ultimate general behaviors expected of most students. As such, in at least a broad sense they describe and define for the instructional and special service as well as administrative staffs the targets toward which their efforts should be directed. Such goals should be established at the local level so that a teacher may set meaningful objectives upon which to be evaluated. Based on such goals, objectives will be developed by the various units of the school system and will form the basis of the teacher evaluation program. Within those units, the teacher (as defined in the statutes) must recognize how he contributes toward reaching those goals. Thus, just as the school system develops goals toward which it works, so too the units within the system and ultimately the teacher recognize how related objectives at their respective levels contribute to the realization of the broader goals. The Connecticut State Department of Education has conducted a study among various interested groups to develop goals aimed at bringing changes in student behavior.* A set of six major goals for education have been developed:

1. Each student learns to communicate effectively.
2. Each student accepts learning as a lifelong continuing process of self-development.
3. Each student develops the skills, knowledge, and values necessary for responsible citizenship.
4. Each student increases his ability to understand himself and to function in his environment.
5. Each student acquires habits and attitudes which have proven of value for health and family life.
6. Each student applies his accumulated knowledge and skills to present day living.

The goals have been accepted as working goals by the State Board of Education to serve as criteria for the programs of the Department. They are presented here to assist local school systems in the development of their own goals.

III. Ample time is provided for this goal-oriented approach to teacher evaluation.

At least five years should be allowed for the development, design, field-testing and review of the evaluation, with progress reports from the school districts made annually to the State Board of Education.

*Based on "Connecticut Citizens Response to Educational Goals" (1971-1972)

IV. A fiscal support system is established for the purpose of assisting school districts to prepare for and conduct evaluations.

At the local level, planning and implementing an evaluation program require time and personnel. Conditions in each local district vary, and each district will have to assess its status in this regard. Funds will be needed for such a program, not only for implementation purposes, but also for the purposes of inservice training. The State Department of Education has a responsibility for helping with broadly recognized needs in the upgrading and advancing of competencies in personnel evaluation. This in turn requires funding provisions at the state level.

Guidelines For the Development of an Evaluation Plan

The entire procedure should be viewed as a cooperative undertaking of professionals who are striving to improve the learning experience of a specific group of students.

I. Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based.

II. The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff.

III. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.

IV. The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.

V. The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position.

VI. Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.

VII. Evaluation should take into account influences on the learning environment such as material and professional resources.

VIII. Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.

IX. The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.

X. The nature of the evaluation is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experiences provided children.

XI. The program makes ample provision for clear, personalized, constructive feedback.

A progress assessment shall be the responsibility of the State Department of Education:

1. The Department inventories each school district as to (1) status and (2) plans for development of teacher evaluation program. Programs are reviewed in terms of the extent to which they are meeting the guidelines.
2. The Department communicates to each superintendent the results of its review, its understanding of the timetable proposed in the school district's plans, and any recommendations for adjustment to such plans.
3. Each Superintendent receiving recommendations for adjustments to plans acknowledges such recommendations and agrees to incorporate such recommendations into a revised plan. Any superintendent who does not agree with the recommendations requests a meeting with the Department for the purpose of clarifying and setting forth an alternate plan to fully implement an effective evaluation program within a reasonable period of time.

Appendix C

Operation of the Bethany Public Schools

Specific Areas of Responsibility

P = Prinary Responsibility
S = Secondary Responsibility

Operation of the Bethany Public Schools
Specific Areas of Responsibility

Tasks	Superintendent	Principal	Guidance Counselor	Dietician	Head Custodian	Secretaries	Bookkeeper	Nurse	Teachers	Bus Contractor	Librarian - Audio Visual	Aides	Board of Education
	Personnel												
Office													
Supervision and Evaluation	P	S											
Scheduling and Assignment	P	S											
State Reports and Forms	P					S	S						
Title I and PA	S	P				S	S						
Title IV	P	S				S	S				S		
Compliance with Laws	P	S				S	P						
Payroll	S												
Insurance													
Employee	S					S	P						
Pupil	S					S	S	P					
Building	P												
Orders, Requisitions, Books	S	S					P						
Telephone, PA						P	S						
Budget Prep and Control	P	S				S	S		S				S
Mail Distribution						P	S						
Filing						P	S						
Schedule Community Use	S	S		S		P	S						
Schedule Field Trips		P			S	P	S		S	S			
Working Papers	S					S							
Bid Preparation	P					P	S		S			S	
Flyers, Rosters, Attendance		S				P	S		S				
Board of Education													
Policies	S					S							P
Agendas	P	S				S	P						S
Budget Reports	S					P							S
Board Reports, etc.	P					S							S
Minutes	S					P			P				P
Negotiations	S												

Operation of the Bethany Public Schools
Specific Areas of Responsibility Continued

Tasks	Personnel												
	Superintendent	Principal	Guidance Counselor	Dietician	Head Custodian	Secretaries	Bookkeeper	Nurse	Teachers	Bus Contractor	Librarian - Audio Visual	Aides	Board of Education
Board of Education (Cont'd)													
Type Proposals	S					P							S
Type Minutes	S					P							S
Type Briefs	S					P							S
Payroll	S						P						S
Business	P-1					S	P-2						S
Teachers, Aides and Instructional Program													
Supervision and Evaluation	P-2	P-1	S						S			S	S
Employment	P	S							S				P
Grievance and Personnel (Contract) Problems	P	S	S			S	S		P			S	P
In-Service	S	P	S						P		S	S	S
Substitutes	S	P	S			S	S		S				S
Duty Rosters and Schedules		P				S			S				
Curriculum	P-3	P-1	S					S	P-2		S	S	P-4
Counseling	S	P	P						S				
Orders - Requests	S	P-1	P-2	P-2	P-2		S	P-3	P-2		P-2	S	S
Plans		P-2							P-1				
Classroom Management	S	P-2	S		S			S	P-1		P-1	S	
Pupils - (Regular)													
Placement	S	S	P						P				
Discipline	S	P	S						P		P	S	
Parental Conf. and Contact		P	P						P		S	S	S
Scheduling	S	P	S						S		S	S	
Health and Safety	P	P	P	P	P	S	S	P	P	P	P	P	P

Operation of the Bethany Public Schools
Specific Areas of Responsibility Continued

Tasks	Personnel. Superintendent	Principal	Guidance Counselor	Dietician	Head Custodian	Secretaries	Bookkeeper	Nurse	Teachers	Bus Contractor	Librarian - Audio Visual	Aides	Board of Education
Pupils - (Regular) (Cont'd)													
Permanent Records	S	S	P					S	P				
Report Cards		S	S						P				
Pupils (Spec. Education)													
Planning and Placement	S	P	P						P				
Referrals		S	P						P				
Screening		S	P						S				
Placement													
In School	S	P	P						P				
Out of School	S	S	P						S				
Parental Contact	S	S	P					S	S				
Reports	S	S	P					S	S			S	
Pre-School Search	S	S	P										
Staff Supervision and Eval.	S	P											
Health													
Supervision and Evaluation	P	S						S					S
Dental Program	S	S						P					
Supplies - Orderings, etc.	P-1	S					P-3	P-2					
Reports - Hearing, Eye and Referrals	S	S						P					
Accident - Illness	S	S	S					P	S			S	
Legal Compliance	S	S	S					P					
Physicals	S	S	S					P					
Immunization	S	S	S					P					
Classroom Service	S	P	S					P					
Building Inspection	S	P-2	S	P-1	P-2			P-1	P			S	S

Operation of the Bethany Public Schools
Specific Areas of Responsibility Continued

Tasks	Personnel												
	Superintendent	Principal	Guidance Counselor	Dietician	Head Custodian	Secretaries	Bookkeeper	Nurse	Teachers	Bus Contractor	Librarian - Audio Visual	Aides	Board of Education
Library - Audio-Visual													
Ordering - Budgeting	S	P-2	S				P-3		S		P-1		S
Supervision - Evaluation	P	S									S		
Inventory - Lib. Operation		S							S		P	S	
Scheduling	S	P							S		S		
AV Repairs	S	S			S				S		P		
Instruction	S	S	S						S		P	S	
Cafeteria - Lunchroom													
Menu Planning and Publication	S			P		S		S					
Food Purchasing				P									
Inventory	S			P	S								
Policies of Free Lunch, etc.	P			S		S							S
Re-imbursement Application	S			P		S	S						
Monthly Reports	S			P		S							
Payroll	S			P			S						
Daily Monetary Collection													
Pupil Loans	S	S				P							
Cashier	S	S		S								P	
Deposit	S			P								S	
Record Keeping	S			P									
Daily Lunch Count	S	S		P-3		P-2			P-1			S	
Kindergarten Program	S	S		P					P			S	
Milk Bids and Accounting	P-1			P-2									
Scheduling Pupils	S	P	S	S					S			S	
Supervision of Pupils	S	P	S						S			P	
Application for Free Serving	P-2	S	P-1	S								S	
Maintenance and Repair	S	S		S	P								

Operation of the Bethany Public Schools

Specific Areas of Responsibility Continued

Tasks	Superintendent	Principal	Guidance Counselor	Dietician	Head Custodian	Secretaries	Bookkeeper	Nurse	Teachers	Bus Contractor	Librarian - Audio Visual	Aides	Board of Education
	Personnel												
Transportation													
Bus Routes - Schedule	P	S								S			
Pupil Discipline	S	S	S						S	P			
Parental Complaints	P-2	P-1							S	S			
Pay Records	S						P			S			
Reporting to State	P					S							
Driver Supervision	P	S								P			S
Equipment Safety	S	S								P			
Field Trip Scheduling	S	P				S			S	S			S
Negotiations	S									P			P
Maintenance-Custodial													
Scheduling (incl. overtime)	P-2	S			P-1		S						
Supervision - Evaluation	P				S								S
Employment	P												S
Ordering, Supplies, Inventory	S	S			P		S						S
Repairs - Quotes - Bids	P-1	S			S	S	S						P
Payroll	S						P						S
Negotiations	S				P								P
Miscellaneous													
Public Relations	P-2	P-1	S	S	S	S	S		S		S		S

Appendix D

Sample Job Descriptions

POSITION SPECIFICATION

POSITION TITLE: Financial Analyst B — CODE: 11202

LOCATION: New Haven — DATE: July, 1963

Exempt — Grade 15

Reports To: Manager, Profit Analysis

Major Functions:

Under general direction as to objectives to be accomplished, assists in the initiation and development of evaluations and analyses of economic and financial factors related to the present and potential capabilities and profitability of functional activities of the Division. Performs related duties as required.

Responsibilities Include:

Assisting in the review of all economic and financial factors involved in Divisional operations. Conducting preliminary economic and financial surveys and audits of Divisional activities.

Planning and conducting financial analyses designed to provide information and data required to establish realistic operating budgets for Divisional activities. Recommending procedures designed to monitor actual vs. proposed expenditure levels and to make adjustments in those areas where over-expenditure or under-budgeting appears to be prevalent.

Developing methods for the comparison, measurement and presentation of various economic and financial factors that are difficult to comprehend because of their complex nature. Co-operating with representatives of other segments of the Division on the development of product plans and cost estimates in accordance with short and/or long range objectives.

Assisting in analyzing and reporting on all capital investment programs of the Division. Analyzing specific investment requirements needed to attain maximum return on Divisional investments. Participating in determining the financial and economic import of various Divisional product plans and proposals.

Assisting in conducting financial studies of diverse factors bearing on proposed ventures such as markets, costs, technical resources, engineering, raw materials, transportation and general economic data related to the project.

Analyzing the economic, financial, physical and technical resources of the Division in order to provide reliable data for future planning and to determine the Division's capability to secure and satisfactorily perform profitable ventures.

Supervision Exercised:

Directly: 0

Indirectly: 0

Education Required:

B.S. in Engineering and/or M.B.A. in Business Administration or equivalent.

(This is a general specification, and is not to be construed as at all inclusive)

Previous Experience Preferred:

Minimum of 1 - 3 years experience in performing duties related to manufacturing and engineering economic evaluations, financial analyses, product planning or market analysis.

Related Experience Acceptable:

None.

Points: 16 - 0 - 0 - 8 - 15 - 16 - 16 - 16 - 16

Total: 103

POSITION DESCRIPTION
OPI STAFF REV. 6/59

45

Position Title	Senior Research Chemist II	Code	72034
Location	New Haven	Date	June, 1965
F. L. S. A. Status	[x] Exempt [ ] Non-Exempt	Grade	21

GENERAL STATEMENT OF DUTIES

Under direction as to objectives, performs independent basic and advanced chemical research requiring the exercise of a high degree of judgment in an area of technical specialization and/or supervises professional and technical personnel engaged in carrying out chemical research activities. Integrates and correlates laboratory studies with Pilot Plant development where applicable. Submits recommendations to superior based on independent research and/or subsequent evaluations. Performs related duties as required.

REPORTS TO: Section Manager, Technical Director or equivalent

SPECIFIC DUTIES AND RESPONSIBILITIES

Developing and promoting new chemical research programs for corporate, divisional and Government agency support resulting from independent thought studies carried out or from research activities supervised.

Furnishing overall supervision, leadership, coordination and control of the technical groups engaged in carrying out chemical research activities under his direction.

Supervising laboratory activities, reviewing evaluations and recommendations in order to determine feasibility of carrying out research programs or the necessity for revising experimental trends as required.

Ascertaining that all positions within the group are filled by qualified personnel and maintaining satisfactory personnel relations within the group; encouraging the development of individual skills and observing and recording individual progress.

Maintaining contact with representatives of divisions or Government sponsoring agencies for discussion, planning and effecting changes in technical approaches where indicated by interpretation of current accomplishments.

Assuming complete responsibility for the technical progress of the chemical research program assigned; integrating and correlating laboratory study with Pilot Plant development work where applicable.

Aiding in planning, designing and installing special facilities for special working phases of new research programs, such as explosives testing facilities, high pressure laboratory, etc.

Supplying technical information necessary for the promotion of new business and the administration of Government work; maintaining contact with divisional and corporate staff members for the purpose of explaining and acquiring approval of

(This is a general description, and is not to be construed as all inclusive)

new research programs and projects.

Supervising the setting up of schedules for carrying out individual projects and coordinating the schedules to prevent duplication and to effect maximum use of manpower and facilities.

Controlling expenditures on all projects assigned; operating within budgetary limitations by determining the most economical use of materials and manpower to accomplish objectives.

SUPERVISION EXERCISED

Directly: As assigned for projects.

Indirectly: As assigned for projects.

EDUCATION REQUIRED

Ph. D. or equivalent in major field of chemistry.

PREVIOUS EXPERIENCE PREFERRED

Minimum of 8 years research and development experience in area of specialization.

RELATED EXPERIENCE ACCEPTABLE

Experience in laboratory installations, chemical process development.

Points: Ranked

POSITION DESCRIPTION

OH 6807 REV. 838

Position Title	Secretary I	Code	97008
Location	New Haven	Date	June, 1967
F. L. S. A. Status	☐ Exempt ☒ Non-Exempt	Grade	8

DUTIES:

I. Summary Statement

Under supervision, performs secretarial and clerical administrative duties for a major department manager, such as a Production Manager, Industrial Relations Manager, Sales Manager, etc. Performs similar or related work as required.

II. Typical Duties:

1. Takes and transcribes dictation, much of which is of a confidential nature; composes correspondence on various types of matters on own initiative. May be required to use transcribing machine.

2. Answers telephone inquiries and receives callers, handling rountine questions on department policies, referring unusual or nonrountine matters to superior.

3. Maintains confidential files of the department head, classifying, coding, and filing data, and setting up proper indexing and cross reference guides.

4. Collects special types of information and data referring items of interest to supervisor.

5. Receives and distributes mail, handling all details within limits of policy and instructions.

6. Greets visitors from outside companies and organizations, and applicants for certain types of positions.

7. Handles special clerical functions, including preparation of special reports.

8. Types minutes of meetings and conferences; schedules appointments for supervisor.

9. Prepares and types material for policy statements and Company publications.

10. May perform such services as securing transportation and hotel reservations, depositing money or obtaining money for specified trips.

QUALIFICATIONS:

51

I. Education:

Equivalent to one year of college with courses in shorthand, typing, and business administration.

II. Experience Required:

Equivalent to three or more years of previous experience in responsible duties with good working knowledge of basic Company policies.

POSITION DESCRIPTION

OM 8207 REV. 859

Position Title: Customer Service Supervisor — Code: 28561

Location: New Haven — Date: February, 1968

F. L. S. A. Status: [X] Exempt [ ] Non-Exempt — Grade: 17

Reports To: Manager, Customer Service

Major Functions:

Under general direction of Manager, Customer Service, supervises the activities of ordering and shipping Winchester-Western products to customers. Handles correspondence related to expediting customer orders or customer complaints concerning order delay, etc. Maintains finished good inventory records and controlls. Assists in determining customer shipping priorities. Supervises the processing of all orders to the warehouse for shipment. Develops and submits reports to manager covering orders and shipments. Performs related duties as required.

Responsibilities:

Supervises the order and shipping activities for Arms, New Haven Ammunition, targets and traps for Domestic and International Franchise Operations. Controlls shipments of Sears and Winchester-Western International orders according to schedules.

Reviews all tissue copies of Customer Relations correspondence letters, checking for any possible errors and/or statements that may be detrimental to the company or customers.

Handles customer correspondence by letter, telephone, or personal contact relating to customer sales or complaints using tact in order to maintain good customer relations. Explains and defends company policy to customer regarding orders or shipments.

Maintains balanced warehouse inventories of firearms, ammunition, ammunition components, traps and targets and supervises the flow of orders to the warehouse for shipment. Assists in determining priority customer shipments. Administers allocation of customer orders when quantities are at sub-normal level.

Insures that current and/or anticipated customer orders are properly filled, delivered and billed, working in coordination with the Production, Traffic, Accounting and Warehouse Departments.

Reviews warehouse inventories and advises sales, production control, or market planning of any particular item not selling.

Reviews methods of processing orders to correct or improve methods or procedures. Assists in determining methods to be used or reports to be developed by Data Processing to provide more useful information to the Customer Service Department and Management.

Recommends hiring, change in status or termination of assigned employees.

(This is a general description, and is not to be construed as all inclusive)

Supervisor Exercised:

Directly: 8 - 10

Indirectly: 0

Education Required:

B. A. in Marketing.

Experience Preferred:

3 - 5 years experience in a Customer Service Department.

Points:	16	12	6	26	10	16	16	13	13	Total:	128

POSITION DESCRIPTION

OH 6167 REV. 838

51

Position Title	Dispatcher Transportation	Code	54618
Location	New Haven	Date	May, 1969
F. L. S. A. Status	☐ Exempt ☒ Non-Exempt	Grade	9

DUTIES:

I. Summary Statement

Under general supervision, arranges for the receipt, recording, unloading and final in-plant delivery of shipments arriving by truck or rail. Receives requests for material handling services and schedules assignments accordingly. Performs similar or related duties as required.

II. Typical Duties

1. Receives shipments arriving by truck or rail and checks bills of lading to determine accuracy.

2. Records incoming shipments in Receiving Ledger and closes out ledger when Receive Sheets are written.

3. Arranges for the unloading of incoming shipments by checking arrival times and scheduling material handlers accordingly.

4. Dispatches material to area concerned as indicated on the purchase order.

5. Arranges for in-plant materials transfers.

QUALIFICATIONS:

I. Education Required

Equivalent to graduation from high school.

II. Experience Required

Two years related experience to become familiar with receiving and dispatching procedures.

(This is a general description, and is not to be construed as all inclusive)

POSITION DESCRIPTION
OM 8607 REV. 858

52

Position Title	Manager, Arms Market Analysis	Code	29002
Location	New Haven	Date	August 1970
F. L. S. A. Status	[X] Exempt [ ] Non-Exempt	Grade	21

Reports To: Director, Market Planning

Major Functions:

Under direction of Director, Market Planning, performs product profile studies and acts as the product authority on Arms products in order to provide the necessary technical information to Market Development Departments to formulate the Marketing plans for specific user markets. Performs special studies on competitor activities, industry trends, market potentials, and sales emphasis by product lines needed to develop short and long range marketing plans. Acts as the central coordinating point on all product matters relating to Arms products. Provides advice and recommendations as to how best to satisfy customer needs as determined by the Market Development sections. Performs related duties as required.

Responsibilities:

Provides advice and recommendations to Market Development Managers in their formulation of market plans by individual user markets using a marketing concept that integrates the product to user need.

Performs market and profit analysis in order to develop optimum pricing for assigned user markets receiving staff support from Marketing Development department, Marketing Research Department, and the Business Analysis Department. Utilizing the results of market research surveys determines industry trends, sales emphasis by product line, and competitive activities. Evaluates Product Marketing plans and provides advice to the Market Development Sections for use in developing their marketing plans for specific user markets.

Evaluates the Division's Arms product lines for profitability and making recommendations for new or improved products and/or the elimination of obsolete and unprofitable products in order to maintain an integrated and modernized competitive product line and to increase profitability.

Participates as a voting member of the Division's product committee in the determination of product changes or new product development in order to meet the customer requirements as determined by the Director of Market Planning. Acts as marketing representative on this committee receiving voting direction from the Director of Market Planning concerning their individual customer responsibilities on approved programs.

Participates with Market Development Section in the development of long range forecasts for the sale of new and/or existing Arms products and assisting in the setting of short range sales forecasts for Arms production planning and control. Assists in preparing short and long range marketing plans and working with Sales personnel in the evaluation of effectiveness of the plans in operations.

Advises as requested on advertising and promotional programs for Arms products including expenditure levels, appeals to be used, customers, to be reached, types of media, etc.

(This is a general description, and is not to be construed as all inclusive)

Maintain contact with outside industries, trade associations and market and economic research organizations and institutions in order to keep fully informed of the latest developments in the Arms field. Analyzing the effect of federal state and local regulations in the slae, distribution and proposed marketing strategy for products and recommending appropriate action to be taken.

Establishing and maintaining effective relationships with representatives of the various Divisional and Corporate functions that are involved in Arms Marketing Planning.

Assists in the preparation of the annual budget requirements for the department's market planning activities. Recommends the selection, hiring, change in status and/or termination of assigned employees.

Supervision Exercised:

Directly: 1

Indirectly: 0

Education Required:

College degree in Business Administration or Marketing.

Previous Experience Preferred:

Minimum of 5 to 7 years experience in marketing activities including sales, advertising, merchandising, distribution and/or market research.

Related Experience Acceptable:

Experience as a consultant in the field of Market Planning and/or Research.

POINTS:	31	8	5	26	15	31	31	31	24	TOTAL 202

POSITION DESCRIPTION
CH 6807 REV. 8-69

54

Position Title	Director, Exploratory Research	Code	71620
Location	New Haven	Date	November 1971
F. L. S. A. Status	[x] Exempt [ ] Non-Exempt	Grade	26

Reports To: Vice President, Research and Staff Engineering

Major Functions:

The Director, Exploratory Research has two basic responsibilities: the first is to plan how Research can provide the Winchester Group's future technological needs; the second is to explore and exploit new technological areas of opportunity. In pursuit of the first activity he is responsible for determining, from the individual Operations in the Group, their short and long-range business objectives; for identifying the technical support that will be needed to meet these business objectives; and for identifying the type and mix of Research programs that will provide this required technical support. In the pursuit of the second activity, he is responsible for seeking, identifying, supporting and pursuing the applications of new technology in innovative ways that can lead either to new products, to more attractive products, or to the more economical production of current products. The responsibilities apply both to commercial and military products.

Responsibilities:

Identification of Winchester Group Objectives - Identifies and maintains continuous awareness of the short and long-range new product area objectives of the Winchester Group, its divisions and operations. For this purpose he maintains close contact with the appropriate individuals with Planning responsibilities.

Forecasting - Applies the techniques of exploratory technological forecasting, such as trend extrapolation, substitution analysis, and expert opinion, to forecast the social, population, technological and political environment as it will exist up to fifteen years hence with specific reference to those factors that can bear upon the Winchester Group product lines, both present and potential.

Dynamic Simulation - Applies dynamic techniques, such as Dynamic Programming and Systems Dynamics, to study the dynamic behavior of key factors that are related to the various product lines in the Group in order to show, together with the result of technological forecasting, the possible combinations of behavior patterns that can take place over the next several years and to identify the ways that this behavior can be influenced by the Group. Application of these techniques is done participatively with expert individuals in the appropriate Operation who can provide valid assumptions.

Identification of Strategies - Identifies and maintains continuous awareness of the strategies to be used by the Operation to meet their business objectives. These are reviewed, with the appropriate Operation's planning functions in the light of the possible futures identified by technological forecasting and the dynamic behavior of key factors as shown by dynamic modeling.

Research Plans - In the context of the Operations' business objectives and the strategy to be used for meeting them, identifies the technology needed to support these objectives, establishes what capabilities are available, in and out of Research, and then prepares a plan, in the form of recommended actions and a mix of Research programs, that will be directly responsive to the Operations' technological needs.

(This is a general description, and is not to be construed as all inclusive)

Identification of Future Markets - From the technological forecasting and dynamic modeling studies, he examines the nature of the future market place with the specific purpose of trying to identify potential Winchester Group products that can profitably answer the needs of the future market.

Technical Surveillance - Maintains a continuous surveillance of the state-of-the-art in those technologies that are applicable or have relevance to the Winchester Group product line, present and potential.

New Ideas - Pursues a continuous demand for new ideas from Research and from other areas in the Group, particularly Engineering; establishes and maintains a ready, easy and quickly responsive procedure for collecting ideas, and for identifying those that can lead to either a new, a more attractive, or a less expensive product and then supports the promising ones from the Exploratory fund. He also maintains a continuing file on the total collection of ideas.

Management of the Exploratory Program - Manages allocation of the Exploratory fund to promising projects; identifies, in participation with the Research individual who will manage the project, the project's specific purpose and objective; provides necessary technical support; periodically reviews technical progress; determines if the probability of successfully meeting the objective remains sufficiently high to warrant continuance of the effort; determines the point up to which the project is to be supported by the Exploratory fund; and finally recommends the future course of the effort covered under the project.

Outside Technological Resources - Locates and identifies those resources outside of the Winchester Group that can conveniently provide necessary knowledge in new technologies and techniques. The sources will include: other research activities in Olin, such as in Chemicals, Paper, MRL; educational facilities outside Olin such as MIT, Stanford Research Institute, Cornell University, Yale; non-profit research institutions such as Battelle, A. D. Little, IITRI; and appropriate Government agencies.

Supervision Exercised:

Directly: 1 - 3

Points: 52 0 0 49 21 65 43 43 0

Total: 316

JDE LOCATOR: 2.13.1

EPS Reference: CGBA-R

TITLE: Principal

QUALIFICATIONS:
1. The general qualifications of a teacher in the state.
2. At least a master's degree from an accredited institution, with a major in administration and supervision.
3. At least five years' teaching experience, one year of which shall have been at the level assigned.

REPORTS TO: Superintendent

SUPERVISES: All personnel serving in assigned school

JOB GOAL: To make the school facility an attractive, pleasant, and productive place in which to work and learn.

PERFORMANCE RESPONSIBILITIES:

1. Studies the educational needs of the neighborhood served by the school and develops plans for meeting them.
2. Exerts leadership in the adaptation of the general program of education approved for the schools to meet the peculiar needs of the community served.
3. Directs the activities of school professional and nonprofessional staff members in the performance of their duties.
4. Supervises the instructional staff in the development and implementation of curriculum and student activities.
5. Reports to appropriate central office administrative officers regarding the needs of the school with respect to personnel, equipment, supplies, and curriculum.
6. Develops a program of public relations in order to further the community's understanding and support of the educational program.
7. Administers the school's budgeted allocations.
8. Implements Board policies and administrative rules and regulations relating to the school.
9. Prepares such reports as may be required.

This model job description is a working paper to be edited as necessary to meet local school requirements. It is distributed for information purposes to subscribers of "Job Descriptions in Education," a service of the National School Boards Association, and does not necessarily reflect official NSBA policy.

10. Utilizes all resources of the school system and the community in developing the most effective educational program.

11. Consults regularly with and coordinates the services of the resource personnel so that all classroom teachers may receive effective assistance.

TERMS OF EMPLOYMENT: Ten, eleven, or twelve month year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____
(Incumbent)

This model job description is a working paper to be edited as necessary to meet local school requirements. It is distributed for information purposes to subscribers of "Job Descriptions in Education," a service of the National School Boards Association, and does not necessarily reflect official NSBA policy.

JDE LOCATOR: 2.13.2

EPS Reference: CGBA-R

TITLE: Principal

QUALIFICATIONS:
1. A master's degree or higher, with a major in educational administration.
2. A valid state certificate to practice as a school principal.
3. At least three years' experience in public school administration and supervision.
4. At least two years' successful experience as a classroom teacher.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent

SUPERVISES: All personnel serving in assigned school

JOB GOAL: To make the school facility an attractive, pleasant, and productive place in which to work and learn.

PERFORMANCE RESPONSIBILITIES:

1. Establishes and maintains an effective learning climate in the school.
2. Programs classes within established guides to meet student needs.
3. Supervises the guidance program to enhance individual student education and development.
4. Establishes guides for proper student conduct and maintaining student discipline.
5. Supervises the school's teaching process.
6. Plans, organizes, and directs implementation of all school activities.
7. Initiates, designs, and implements programs to meet specific needs of the school.
8. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs; to interpret Board policies and administrative directives; and to discuss and resolve individual student problems.

This model job description is a working paper to be edited as necessary to meet local school requirements. It is distributed for information purposes to subscribers of "Job Descriptions in Education," a service of the National School Boards Association, and does not necessarily reflect official NSBA policy.

9. Orients newly assigned staff members and assists in their development, as appropriate.

10. Coordinates or supervises such support services as maintenance, security, food services, recreational programs, financial and accounting functions, library activities, and the like.

11. Implements and supervises the school's special education programs.

12. Assumes leadership in the direction of the school's athletic and extra-curricular activities.

13. Evaluates and counsels all staff members regarding their individual and group performance.

14. Prepares or supervises the preparation of reports, records, lists, and all other paper work required or appropriate to the school's administration.

15. Participates in principals' meetings, negotiations meetings, and such other meetings as are required or appropriate.

16. Prepares and submits the school's budgetary requests, and monitors expenditures of funds.

17. Attends special events held to recognize student achievement, and attends school sponsored activities, functions, and athletic events.

18. Maintains and controls the various local funds generated by student activities.

19. Cooperates with college and university officials regarding teacher training and preparation.

20. Works with various members of the central administrative staff on school problems of more than inschool import, such as transportation, special services, and the like.

21. Conducts staff meetings to keep members informed of policy changes, new programs, and the like.

22. Keeps the superintendent informed of the school's activities and problems.

23. Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.

TERMS OF EMPLOYMENT: Ten, eleven, or twelve month year. Salary and work year to be established by the Board.

This model job description is a working paper to be edited as necessary to meet local school requirements. It is distributed for information purposes to subscribers of "Job Descriptions in Education," a service of the National School Boards Association, and does not necessarily reflect official NSBA policy.

JDE LOCATOR: 2.13.2

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____
(Incumbent)

This model job description is a working paper to be edited as necessary to meet local school requirements. It is distributed for information purposes to subscribers of "Job Descriptions in Education," a service of the National School Boards Association, and does not necessarily reflect official NSBA policy.

JDE LOCATOR: 2.13.3

EPS Reference: CGBA-R

TITLE: Principal

QUALIFICATIONS:
1. A master's degree, with a major in educational administration.
2. A valid state certificate to practice as a school principal.
3. At least three years of experience in public school administration and supervision.
4. At least two years of experience as a teacher.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent

SUPERVISES:
1. Assistant Principals.
2. Teaching Staff and Paraprofessionals.
3. Other Professional Staff.
4. All Nonprofessional School Staff.
5. Other Resource and Service Personnel while Functioning in the Assigned School.

JOB GOAL: By use of leadership, supervisory, and administrative skills, to manage assigned school so as to promote the educational development of each student.

PERFORMANCE RESPONSIBILITIES:

1. Supervises the school's educational program.
2. Assumes responsibility for the implementation and observance of all Board policies and regulations by the school's staff and students.
3. Assists in the development, revisions, and evaluation of the curriculum.
4. Supervises all professional, paraprofessional, administrative, and nonprofessional personnel attached to the school.
5. Assists in the recruiting, screening, hiring, training, assigning, and evaluating of the school's professional staff.
6. Assumes responsibility for the safety and administration of the school plant.
7. Delegates authority to responsible personnel to assume responsibility

This model job description is a working paper to be edited as necessary to meet local school requirements. It is distributed for information purposes to subscribers of "Job Descriptions in Education," a service of the National School Boards Association, and does not necessarily reflect official NSBA policy.

for the school in the absence of the principal.

8. Budgets school time to provide for the efficient conduct of school instruction and business.

9. Plans and supervises fire drills and an emergency preparedness program.

10. Maintains high standards of student conduct and enforces discipline as necessary, according due process to the rights of students.

11. Asserts leadership in times of civil disobedience in school in accordance with established Board policy.

12. Supervises and evaluates the school's extracurricular program.

13. Assists in the inservice orientation and training of teachers, with special responsibility for staff administrative procedures and instructions.

14. Supervises the preparation of all school reports for the district office.

15. Makes recommendations concerning the school's administration and instruction.

16. Assumes responsibility for the attendance, conduct, and health of students.

17. Assists in the management and preparation of the school budget.

18. Supervises the maintenance of accurate records on the progress and attendance of students.

19. Acts as liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.

20. Makes arrangements for special conferences between parents and teachers.

21. Recommends the removal of a teacher whose work is unsatisfactory, according to established procedures.

22. Conducts meetings of the staff as necessary for the proper functioning of the school.

TERMS OF EMPLOYMENT: Ten, eleven, or twelve month year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accord-

This model job description is a working paper to be edited as necessary to meet local school requirements. It is distributed for information purposes to subscribers of "Job Descriptions in Education," a service of the National School Boards Association, and does not necessarily reflect official NSBA policy.

ance with provisions of the Board's policy on Evaluation of Administrative Personnel.

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____
(Incumbent)

This model job description is a working paper to be edited as necessary to meet local school requirements. It is distributed for information purposes to subscribers of "Job Descriptions in Education," a service of the National School Boards Association, and does not necessarily reflect official NSBA policy.

JDE LOCATOR: 2.13.4

EPS Reference: CGBA-R

TITLE: Principal

QUALIFICATIONS:
1. A master's degree, with a major in educational administration.
2. A valid state certificate to practice as a school principal.
3. At least three years of experience in public school administration and supervision.
4. At least two years of experience as a teacher.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent

SUPERVISES:
1. Assistant Principals.
2. Teaching Staff, including Paraprofessionals.
3. Other Professional Staff.
4. All Nonprofessional School Staff.
5. Other Resource and Service Personnel while Functioning in the Assigned School.

JOB GOAL: To make the school facility an attractive, pleasant, and productive place in which to work and learn.

PERFORMANCE RESPONSIBILITIES:

1. Administers the school and its instructional program in all its facets.
2. Interprets and implements Board policies and administrative regulations.
3. Supervises the school staff, providing assistance and making evaluations as necessary.
4. Assists in the recruiting, screening, training, hiring, and assigning of school staff.
5. Coordinates the school's pupil personnel services.
6. Coordinates the full range of extracurricular activities.
7. Assumes responsibility for the attendance, conduct, and health of students.

This model job description is a working paper to be edited as necessary to meet local school requirements. It is distributed for information purposes to subscribers of "Job Descriptions in Education," a service of the National School Boards Association, and does not necessarily reflect official NSBA policy.

JDE LOCATOR: 2.13.4

8. Interprets the school's program to the community and enlists the participation of the community in school life.

9. Provides leadership in moments of school crisis and civil disobedience.

10. Assists in the ongoing improvement of the school curriculum.

11. Advises the district office on activities in the school and supervises the submission of required reports.

TERMS OF EMPLOYMENT: Ten, eleven, or twelve month year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____
(Incumbent)

This model job description is a working paper to be edited as necessary to meet local school requirements. It is distributed for information purposes to subscribers of "Job Descriptions in Education," a service of the National School Boards Association, and does not necessarily reflect official NSBA policy.

JDE LOCATOR: 2.13.5

EPS Reference: CGBA-R

TITLE: Principal

QUALIFICATIONS:
1. A master's degree, with a major in educational administration.
2. A valid state certificate to practice as a school principal.
3. At least five years of experience in public school administration and supervision.
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Assistant Superintendent

SUPERVISES:
1. All staff attached to the school.
2. Other resource and service personnel while functioning in assigned school.

JOB GOAL: To make the school facility an attractive, pleasant, and productive place in which to work and learn.

PERFORMANCE RESPONSIBILITIES:

1. Administers the operations of the school.
2. Fosters good interpersonal relations among students and staff.
3. Promotes positive action toward the realization of school objectives through efficient procedures, extracurricular programs, and the establishment of staff, student, and community committees.
4. Maintains an awareness of factors outside the school which affect the school program.
5. Keeps abreast of trends, developments, and research as they pertain to education and school operation.
6. Observes in the day to day management of the school, Board policies and administrative regulations, budget limitations, and employee and other contracts.
7. Assists in the formulation of curriculum and other objectives for the school program.
8. Develops methods for evaluating student progress toward stated

This model job description is a working paper to be edited as necessary to meet local school requirements. It is distributed for information purposes to subscribers of "Job Descriptions in Education," a service of the National School Boards Association, and does not necessarily reflect official NSBA policy.

educational objectives.

9. Maintains close contact with all interested parties, including students, school staff, parents, and the community.

10. Exercises decisive leadership in crisis situations.

TERMS OF EMPLOYMENT: Ten, eleven, or twelve month year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____
(Incumbent)

This model job description is a working paper to be edited as necessary to meet local school requirements. It is distributed for information purposes to subscribers of "Job Descriptions in Education," a service of the National School Boards Association, and does not necessarily reflect official NSBA policy.

Appendix E

Position Description - Bethany Principal

Bethany Board of Education

Position Description
1976-77 School Year

Position title: Elementary Supervising Principal

Qualifications:
1. A valid state certificate to practice as an intermediate administrator.
2. A master's degree or higher from an accredited institution with graduate work in the areas of administration, supervision and curriculum development.
3. At least five years of successful professional educational experience.

Reports to: Superintendent

Supervises: All designated professional and non-professional staff assigned.

Job Goal: To supervise and administer the elementary school in order to promote the educational development of each student as well as to make the school an attractive, pleasant, and stimulating learning situation.

Performance Responsibilities:

1. Supervises and evaluates staff in accordance with the plans and procedures of the system.
2. Assumes responsibility for seeing that the curriculum is adhered to and further, provides leadership which in conjunction with the professional staff will bring about constant curriculum improvement and revision.
3. Reports to the Superintendent regarding the needs of the school with respect to personnel, equipment, supplies, and curriculum.

4. Is a permanent member of the planning and placement teams and as such provides leadership in seeing that special education programs are available to those who need it.

5. Assists in development of the budget.

6. Prepares reports as required.

7. Assists in determining bus routes and operation of the transportation system throughout the year.

8. Manages the day to day operation of the school.

9. Conducts staff meetings and organizes in service activities necessary for the proper functioning of the school.

10. Assumes responsibility for informing the school staff of, and requiring their adherance to, state statutes, board policies, administrative regulations and contractual obligations.

11. Directs the activities of designated professional and non-professional staff in the performance of their duties.

12. Investigates and resolves problems appropriate to his responsibility, keeping the superintendent informed of critical issues.

13. Arranges for necessary parent-teacher conferences.

14. Responsible for initiating programs under Federal Title programs.

15. Maintains an active public relation program including liason with the P.T.O. and other community groups.

16. Actively participates in professional activities in order to keep abreast of latest research and new educational programs.

Terms of employment: Salary and work year established by mutual agreement between Board and Principal.

Evaluation: The principal to be evaluated annually in accordance with the approved evaluation program for administration personnel.

(Note: This is a general description and is not to be construed as all inclusive.)

Appendix F

Principal's Self-Evaluation Check List

Bethany Community School

Principal's Self-Evaluation Check List

(Key: E = Excellent A = Average N.I. = Needs Improvement)

E.	Ave.	N.I.	
___	___	___	I keep myself informed of the latest in educational developments about administration, supervision, and curriculum.
___	___	___	I am open in my relationship with others.
___	___	___	I am concerned about detail.
___	___	___	I ask for help from the proper people when I need it.
___	___	___	I try to provide creative and energetic leadership.
___	___	___	I maintain enthusiasm and try to exhibit initiative in my work.
___	___	___	I attend and contribute to professional meetings.
___	___	___	I accept constructive criticism in a proper spirit.
___	___	___	I accept administrative decisions and work toward their successful implementation.
___	___	___	I delegate authority properly and when desirable.
___	___	___	I do everything possible to maintain high staff morale.
___	___	___	I maintain flexibility in order to allow for individual differences.
___	___	___	I strive to constantly improve health and safety conditions for staff and students.

E.	Ave.	N.I.	
___	___	___	I am receptive to new ideas and suggestions from all sources (pupils, staff, parents).
___	___	___	I involve concerned staff members in the decision making process.
___	___	___	I am willing to devote as much time and energy necessary to perform my obligation in a superior manner.
___	___	___	I work toward curriculum articulation between schools and grades.
___	___	___	I do my best to evaluate staff in an effective and fair manner, insuring staff input into their own evaluation.
___	___	___	I do my best to control utilization of school materials while at the same time assuring that teachers and pupils have adequate supplies to teach effectively.
___	___	___	I communicate ideas and make suggestions for the improvement of the school to the Superintendent.
___	___	___	I maintain clear, concise, and adequate communications with staff, parents, pupils, superintendent and the Board of Education.
___	___	___	I do all reports on time, neatly, and thoroughly.
___	___	___	I maintain a neat, orderly office open to all desiring to see me.
___	___	___	I assist teachers in better lesson planning.
___	___	___	I visit classrooms regularly and as my first responsibility.
___	___	___	I plan my day and use my time wisely.

E.	Ave.	N.I.	
___	___	___	I exert my best effort to teach children to be good citizens and maintain respect for school, teacher and each other.
___	___	___	I am professionally ethical in all relationships.
___	___	___	I do my best to see that every child's needs are met and that where necessary, special programs are provided.
___	___	___	I obey all laws, policies, and regulations applying to the Bethany Public Schools and work to see that others do also.

The following is my own judgment as to how I view myself as to overall effectiveness:

(Place a check at best location on the scale.)

	- Least									+ Best
Supervisor	1	2	3	4	5	6	7	8	9	10
Administrator	1	2	3	4	5	6	7	8	9	10
Curriculum Development and Leadership	1	2	3	4	5	6	7	8	9	10
Public Relations	1	2	3	4	5	6	7	8	9	10

Date_____ Signed_____

Part II - Principal's Self-Evaluation

After considering the above results, the following are comments and specific goals and objectives which I will strive to meet in the future.

Comments:

Goals and Objectives:

Date_____ Signed_____

Appendix G

Report on Curriculum Plans

LANGUAGE ARTS REPORT

This report is an over view of the work begun by the Language Arts Curriculum Committee in the late spring of the 1975-76 school year. The group started by breaking down the total area of language arts into component subject areas which are indicated below:

I. Mechanics
   - A. Capitalization
   - B. Punctuation

   The committe has started organizing this area.

II. Grammar and usage
   - A. Parts of speech

III. Oral Expression
   - A. Conversation
   - B. Choral speaking
   - C. Discussions
   - D. Oral reports
   - E. Story-telling
   - F. Sharing recitations
   - G. Creative dramatics
   - H. Debates
   - I. Analyzing

IV. Written Expression and Study Skills
   - A. Poems
   - B. Stories
   - C. Thought papers
   - D. Newspaper articles
   - E. Descriptive writing
   - F. Reports
   - G. Note-taking
   - H. Organizing
   - I. Outlining
   - J. Rough drafts
   - K. Bibliography

L. Use of footnotes
M. Essays, summaries
N. Dictionary, encyclopedia, atlas
O. Graphs
P. Diagrams

V. Plays
VI. Analysis of Literary Skills
A. Characters, plot, climax, setting, mood etc.
VII. Spelling
VIII. Handwriting

The members of the committee are working on specific skills to be taught on their grade level in the area of Mechanics. Over the summer some of the people indicated they would meet and go over the capitalization and punctuation skills for their grade level.

The committee will resume regular meetings in September and work toward the development of a total program of language arts. Members of the committee are:

Pat Yung - Chairman
Sylvia Sixfin
Ralph Rubino
Georgette Sordelet
Carol Kowalski
Cheri Brooks
Mary Ann Johnson
Alice Lowe
Bill Honan

6/28/76

METRIC COMMITTEE REPORT - JUNE, 1976

The metric committee was formed under the direction of Mr. Honan. The committee met every Tuesday afternoon since early spring. Members of the committee were Inez Burne, Ann Anastasio, Helen Stableford, Mary Bailey, Gail Ginter, Sylvia Sixfin and Barbara Parente, Chairman.

It was the job of this committee to discuss and formulate the goals and objectives for the study of metrics in the Bethany Community School.

Each member of the committee first studied materials and explored metric literature and catalogues in order to familiarize themselves with the types of materials and programs available. After doing this the committee began to write objectives for each grade level. Finally, the proper progression of objectives was agreed upon for each grade. These are expressed on the following pages by grade level, as "General Objectives".

The committee will again resume meeting in September. At that time we will begin to decide upon the learning materials to be used to accomplish our goals. When this has been done the committee hopes to begin implementing the program.

Future plans for the committee consist of planning the use of the learning materials, perhaps planning a workshop for the staff and helping others to plan their activities in metrics.

All objectives covered on preceding grade level will be reviewed by each subsequent grade.

KINDERGARTEN

General Objectives:

Linear:

1. Children will order objects from longest to shortest.
   tallest to shortest.
2. Children will become familiar with unit of length expressed as; centimeter
   meter
3. Children will become familiar with the meter stick and the ruler.

Volume:

1. Children will have experience pouring liquid quantities expressed as liters and cups.

Weight:

1. Children will order ojbects as to heavy - light.
   heavier - lighter.
2. Children can recognize terms gram as a measure of weight.

Temp.:

1. Children will express temperature in terms of celsius degrees.

GRADE I

Objectives:

Linear:

1. Children will be able to use a ruler scaled in centimeters to measure objects.
2. Children will be able to recognize a meter stick and know that its function is to measure.
3. Children will be able to recognize the term kilometer and its abbreviation in relation to road signs.

Volume:

1. Children will be able to recognize the term liter and know that it pertains to liquid measure.

Temp.:

1. Children will be able to name the temperature in degrees using a celsius thermometer.

GRADE 2

Objectives:

Linear:

1. Children will have centimeter rods and use them to construct.
2. Children will become familiar with relationships of the various centimeter rods.
3. Children will memorize the colors of rods.
4. Children will afix a numeral value to rods.
5. Children will use rods to measure objects.
6. Children will corrilate rods to appropriate metric unit.
7. Children will use "stick" to measure. (decimeter sticks)

GRADE III

Objectives:

Linear:

1. Children will order objects from longest to shortest.
   tallest to shortest.
2. Children will use a single standard unit to describe the length of an object.
3. Children will be introduced to units of length expressed as :
   Centimeter
   Meter
4. Children will be able to identify the three (3) basic linear measuring units.
5. Children will be able to select appropriate measuring sticks to measure objects.

Volume:

1. Children will be introduced to experience pouring liquid quantities expressed as liters.

Weight:

1. Children will order objects as to heavy - heavier - heaviest
   light - lighter (quantitatively as to weight)
2. Children can recognize term gram as measure of weight.

Temp.:

1. Children will express temperature in terms of celsius degrees.

GRADE IV

GENERAL OBJECTIVES:

1. To review all metric terms from K - 3.
   A. To use said terms as tools of measurement.
2. To introduce the terms: hectogram, decagram, and deciliter.
3. To introduce the concept of square measurement.
   A. Specific terms to be introduced square meter, square decimeter and square centimeter.

GRADES V - VI

OBJECTIVES:

1. Review all of above K - 4 concepts.
2. Children will be conversant with and able to utilize all metric terms e.g. length; millimeter, centimeter, decimeter, meter, decameter, hectameter and kilometer; weight; grams, kilograms and mass, milliliter, centiliter, liter kiloliter and metric ton.
3. Children will be able to utilize the various forms of linear measurement e.g. meter sticks, tapes, decisticks.
4. Introduce area and volume surface area and mass measurement in metrics.
5. Children will be able to deal with word problems concerning metrics.
6. Children will be able to read temperatures in celsius or centigrade degrees.

BIBLIOGRAPHY

Abrell, Ronald L., "The Humanistic Supervisor Enhances Growth and Improves Instruction," Educational Leadership, 32, No. 3, December, 1974, 214-215.

Amidon, Edmund J. and Hough, John B., Editors, Interaction Analysis: Theory, Research, and Application, Reading, Massachusetts: Addison-Wesley Publishing Company, 1967.

Armstrong, Harold R., A Teacher's Guide to Teaching Performance Evaluation, Washington, Ohio: School Management Institute, 1975.

Beatty, Walcott H., Editor, Improving Educational Assessment and An Inventory of Measures of Affective Behavior, Washington, D.C.: Association for Supervision and Curriculum Development, 1969.

Beegle, Charles W. and Brandt, Richard M., Observational Methods in the Classroom, Washington, D.C.: Association for Supervision and Curriculum Development, 1973.

Brent, George, "Use of Operant Learning Principles in Measuring Behavior Changes in Pupils," Educational Leadership, 32, No. 2, November, 1974, 151-154.

"The Brewing Revolt of the School Principals," The American School Board Journal, 163, No. 1, January, 1976, 27.

Bryson, Rebecca, "Teacher Evaluations and Student Learnings: A Reexamination," The Journal of Educational Research, 68, No. 1, September, 1974, 12-14.

Champagn, David W. and Morgan, John L., Supervision Study Guide, Fort Lauderdale, Florida: Nova University Press, 1973.

Combs, Arthur W., Educational Accountability: Beyond Behavioral Objectives, Washington, D.C.: Association for Supervision and Curriculum Development, 1972.

_____, "The Human Aspects of Administration," Educational Leadership, 28, No. 2, November, 1970, 198-205.

Daucs, Harold S., "Preparing Principals for Action, Leadership," The Bulletin of the National Association of Secondary Principals, 58, No. 383, September, 1974, 29-36.

Dickinson, William E., Editor, Job Descriptions in Education, Evanston, Illinois: The National School Boards Association, 1973.

Drucker, Peter F., Management Tasks, Responsibilities, Practices, New York: Harper and Row, Publishers, Inc., 1974.

Genova, William J., Implementing A Professional Development and Appraisals Program in the Westport Public Schools, Westport, Connecticut, Needham, Massachusetts: Educational Sciences, Inc., 1969.

Hamiliton, Norman K., New Techniques for Effective School Administration, West Nyack, New York: Parker Publishing Company, Inc., 1975.

"How Systems are Evaluating Their Principals," The American School Board Journal, 163, No. 7, July, 1976, 25.

Hughes, Earl and Simco, Edward, Evaluation, Fort Lauderdale, Florida: Nova University Press, 1972.

Kolb, David and Boyates, Richard, "On the Dynamics of the Helping Relationship," Journal of Applied Behavioral Science, 6, No. 3, 1970, 271-272.

Leeper, Robert L., Editor, Role of the Supervisor and Curriculum Director in a Climate of Change, Washington, D.C.: Association for Supervision and Curriculum Development, 1965.

Lewis, Gertrude M., The Evaluation of Teaching, Washington, D.C.: National Education Association, 1968.

Lindemann, Bertram C., "Teacher Evaluation: Barrier to Communication," Educational Leadership, 28, No. 2, November, 1970, 207.

Maxcy, Horace P. and Rose, Robert L. and others, Profiles of the Administrative Team, Washington, D.C.: American Association of School Administrations, 1971.

Miller, William C., "Can Principals' Improved Behavior Result in Higher Pupil Achievement?" Educational Leadership, 33, No. 5, February, 1976, 337-338.

Mitchell, Donald P. and Hawley, Anne, Leadership in Public Education Study, A Look at the Overlooked, Washington, D.C.: Academy for Educational Development, Inc., 1972.

Olds, Robert, Editor, Teacher Evaluation Today, Washington, Ohio,: School Management Institute, 1974.

"Position Descriptions," New Haven, Connecticut: Olin Corporation, 1963-71.

Redfern, George B., How to Evaluate Teaching, A Performance Objectives Approach, Washington, Ohio: School Management Institute, 1972.

Reynolds, Mildred M., "Performance Appraisal: The Educator Learns from Business and Industry," Educational Leadership, 32, No. 7, April, 1975, 465.

Scriven, Michael, Evaluation, A Study Guide For Educational Administrators, Fort Lauderdale, Florida: Nova University, 1974.

Sharpe, Donald K., Improving School Staff, Arlington, Virginia: American Association of School Administrators, 1974.

Stemnolk, Suzanne K., Evaluating Administrative - Supervisory Performance, Washington, D.C.: Educational Research Service, 1971.

Stufflebeam, Daniel L. and others, Educational Evaluation and Decision Making, Itasca, Illinois: F. E. Peacock, Inc., 1971.

Teacher Evaluation in Connecticut 1974-1975, Hartford, Connecticut: Connecticut State Department of Education, 1975.

"To Help Teachers, the Connecticut Guidelines for Teacher Evaluation," Hartford, Connecticut: The Connecticut Education Association, 1974.